

## Inspection report for early years provision

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<b>Unique reference number</b>	122953
<b>Inspection date</b>	24/03/2011
<b>Inspector</b>	Mauvene Burke
<b>Type of setting</b>	Childminder

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 1980. She lives with her adult daughter and two of her grandchildren aged six months and two years. They live in a first floor flat in the London borough of Wandsworth near Clapham Junction. The lounge and one bedroom of the childminder's home is used for childminding. There is a communal garden for outdoor play. She has a cat as a pet.

The childminder is registered to care for a maximum of four children under eight at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The childminder does not promote all aspects of children's welfare, learning and development and she is in breach of some of the specific legal requirements. Systems in place to help her to monitor and evaluate her practice are ineffective and she has failed to identify significant weaknesses and prioritise areas for improvement. Little improvement has been made since her last inspection. Children's individuality is generally acknowledged and the provision meets their individual needs. Partnerships with parents and carers helps to ensure that she is familiar with children's background but has minimal focus on children's learning and development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- complete a first aid training course which has been approved by the local authority (Promoting good health) (also applies to both parts of the Childcare Register) 29/07/2011
- request written parental permission to seek emergency medical advice or treatment (safeguarding and promoting children's welfare) 31/03/2011
- provide experiences which are appropriate to each child's stage of development and undertake sensitive observational assessments in order to plan to meet 07/04/2011

the needs of the children and ensure that no child is disadvantaged because of ethnicity, culture or ability.  
(Organisation)

- make a record of risk assessments clearly stating when it was carried out , by whom, date of review and any action taken following a review or incident  
(Documentation).

07/04/2011

To improve the early years provision the registered person should:

- access training to improve knowledge and understanding of the Early Years Foundation Stage framework, particularly in relation to safeguarding, equal opportunities and the learning and development requirements
- record in a fire log book details of evacuation drills and any problems encountered and how they were resolved
- update the policies and procedures to include all required information and share these with parents
- develop ways to involve parents in their children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a limited understanding of her role in providing for children's welfare and early education. Her understanding of the Early Years Foundation Stage (EYFS) framework is finite and as a result, she is in breach of several of the welfare requirements, this means that children's overall wellbeing is being compromised. For example, she has failed to up-date her first aid certificate; she has not ensured that parents written permission is requested for the seeking of any emergency medical treatment and although visual risk assessments are carried out on the premises, these are not reviewed. Policies and procedures relating to the effective running of the setting are generally in place, but many are out of date and not all are being implemented effectively. The childminder does, however, demonstrate a satisfactory knowledge of some of the key indicators regarding the signs and symptoms of child abuse that may raise concern about a child's welfare.

Resources available are adequate to support children's learning and development and all are easily accessible to the children on a daily basis. The majority of the toys in this setting are all displayed. Although learning takes place, this is not necessarily attributed to the environment as the childminder does not complete observational assessments or considered how she can plan for the individual needs of the children. The childminder does not do enough to promote equality and diversity. She has become complacent in her practice and has not seen the need to attend relevant training to develop her awareness of inclusion. As a result, children are not given enough opportunities to learn about the cultures and background of people who differ from that of their own and some children may feel excluded.

The childminder generally has a positive relationship with parents and carers. There are clear and accessible channels for them to communicate with the

childminder and the childminder provides them with relevant information about what their child has done during the day, however, this mainly pertains to what the children have eaten, whether they had a nap and where they went during the day. There are currently no children attending the setting who have special educational needs and/or disabilities or who attend other settings that deliver the EYFS. The childminder demonstrated a commitment to work with other agencies for the benefit of the child should the matter arises.

The childminder does not have a secure understanding of self-evaluation. The analysis of the evidence gathered about the effectiveness of her setting lacks rigour. She has been unable to identify a number of significant issues that have a negative impact on the children in her care and insufficient action has been taken to improve the setting. For example, at her last inspection, she was asked to ensure that written permission was requested from parents to seek emergency medical treatment; this is not yet in place, which is a breach of requirements.

## **The quality and standards of the early years provision and outcomes for children**

The childminder's knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage are very limited. Observations are not completed and there is no attempt to monitor children's progress towards the early learning goals. There is little information available on which the childminder can assess children's achievements or plan for the next steps to ensure that children receive challenging experiences across all areas of learning. This is partly because she does not involve parents in establishing children's starting points when they first come to her.

Children are settled in this environment and relate positively to the childminder. They show an interest in the toys available and demonstrate good levels of concentration as they press, pull and lift flaps and buttons on the programmable toys. They enjoy constructing using the large plastic building blocks. They have limited access to mark making equipment and materials during their play which prevents them from developing useful skills for their later lives. Children have opportunities to engage in water and sand play when they are taken to local children's groups within the vicinity and have opportunities to learn about their local community when they are taken to local shops.

Children receive nutritious snacks, such as breadsticks and fruits, and have fresh drinking water readily available. Children are developing their personal skills in hygiene as they are encouraged to wipe their hands before and after eating their meals. They have daily opportunities to enjoy fresh air and exercise as they are taken out daily by the childminder. Behaviour is managed well and children are encouraged to behave well and receive much praise from the childminder. This encourages their self-esteem and confidence. Children have little opportunity to learn about different festivals, cultures or disabilities as the childminder does very little to promote this.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Promoting good health) 29/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Promoting good health) 29/07/2011